

**School-wide Positive Behavior Plan (SPBP)**

Broward County Public Schools

To be implemented in SY 2018/19

**Elements have changed in the SPBP.**

Before completing, go to[**http://www.browardprevention.org/mtssrti/rtib/ →**](http://www.browardprevention.org/mtssrti/rtib/%20→)*School-wide Positive Behavior Plan* for:

* **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
* **A NEW Overview Brainshark for Teams. ACTION: Log in with school name and watch the Brainshark.**
* A NEW mini Brainshark Series for teams. These Brainsharks are divided into the 10 Critical Elements of PBIS. They will

show you “how to” write a comprehensive SPBP (and receive a high score!)

* A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, *only plans entered on the current district template will be accepted*.

**ACTION: Download, complete and upload the SPBP into your School Improvement Plan before May 1, 2018:**

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| --- | --- |
| **School Name:** | Pinewood ES |
| **School Number:** | 2811 |
| **SPBP Contact Name:** | Darlene Milner |
| **Direct Phone Number:** | 754-322-7950 |

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| **CRITICAL ELEMENT # 1: Active Team with Administrative Participation** |

**1A.** List your current (SY 2017/18) team members (6 - 10 team members). **Must include an instructional representative from EACH grade/content area.** *Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing major stakeholders and sharing the SPBP content and updates with their respective group.*

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| --- | --- | --- |
| **Full Name** | **Position** | **Who or what grade level does this member represent?** |
| Mrs. Kicia Daniel | Principal | Administration |
| Darlene Milner | Assistant Principal | Administration |
| Donna Spellman | SPBP Point of Contact | School Counselor |
| Germaine Odom | Parent/Community Representation | SAC |
| Amy Norcutt | BTU Representative | Primary Representation |
| Brenda Seleznow | Teacher (PreK) | Timekeeper/  Teacher Liaison |
| Angela Smith | Math Coach | Content Area Representation |
| Yolanda Butler | Reading Coach | Content Area Representation |

**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/8/2018 | 2:00-3:00pm | Darlene Milner, AP | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 10/17/2018 | 2:00-3:00pm | Darlene Milner, AP |
| 1/9/2019 | 2:00-3:00pm | Darlene Milner, AP |
| 4/10/2019 | 2:00-3:00pm | Darlene Milner, AP |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A**. Action Steps completed **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

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| --- | --- | --- | --- |
| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 4/25/2018 | # of participants = 37 | Darlene Milner, AP |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/25/2018 | % approved = 100% | Darlene Milner, AP |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/9/2018 | # of participants = 6 | Darlene Milner, AP |

**2B.** Action Steps to be completed **next year** (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Steps:** | **Date(s)**  *(NEXT YEAR)* | **Content**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Provide a professional development on the 2018/19SPBP for all staff | Prior to students’ 1st day:  8/8/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Darlene Milner, AP |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/3/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/5/2018 | The team will present the implementation data in 10A. Include:  • the “marketing” (teaching and posting) of expectations and rules  • lesson plan implementation  • discipline procedures  • reward system implementation  The team will present the student outcome data in 10B. Include:  • top 3 event locations  • type of behavior incidents  • core effectiveness data  • classroom referral data, as well as analysis of this data. | Darlene Milner, AP |
| 2. 10/24/2018 |
| 3. 12/5/2018 |
| 4. 3/20/2019 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations** |

**3A.** List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. Disobedience/Insubordination | 6. Out of Assigned Area |
| 2. Unruly/Disruptive | 7. Technology- Inappropriate Use |
| 3. Insulting/Profane/Obscene Language | 8. Assault/Threat (non-criminal) |
| 4. Fight (minor) Defiance of Authority- Habitual | 9. Disruption on Campus (Minor) |
| 5. Battery | 10. Disruptive/Unruly Play |

**3B.** Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** *(not behaviors)* that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

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| **School-wide Expectations (SOAR)** |
| **R**esponsibilty (Be Responsible for your School Success) |
| **O**wnership (Take Ownership for your Actions) |
| **A**wesome Attitude (Display a Positive Attitude) |
| **R**espect (Show Respect for Staff, Students and Others) |

**3C.** Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for **each** school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 1st week of school (August 15-August 22, 2018) | 8:00-8:25am in all homeroom classrooms | |
| January | January 8-January 15, 2019 | 8:00-8:25am in all homeroom classrooms | |
| 4th Quarter | April 1- April 5, 2019 | 8:00-8:25am in all homeroom classrooms | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All classroom teachers |
| Where will the lesson plan instruction occur? | | | PreK-5th grade classes |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Darlene Milner, AP |

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| **CRITICAL ELEMENT #4: Location-based Rules** |

**4A.** List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard**.** ***Do not use “classroom”***

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| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. School Grounds (Arrival/Dismissal) | 24 |
| 2. Cafeteria | 20 |
| 3. Hallway | 16 |

**4B.** Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location**.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| School Grounds: Arrival/Dismissal | Cafeteria | Hallway) |
| **Rules** | **Rules** | **Rules** |
| Expectation #1:  **R**esponsibility | * Use voice level 0 * Read your book to yourself | * Use voice Level 2 (low conversation) * Eat only the food that belongs to you | * Use voice level 0 * Panther walk on the right side of the hallway |
| Expectation #2:  **O**wnership | * Remain in your waiting area until the first bell rings | * Clean up all trash and food left on the floor and table | * Walk directly to your destination |
| Expectation #3:  **A**wesome Attitude | * Follow all adult directions the first time asked | * Use kind words and speak in a positive tone to adults and classmates | * Follow all adult directions the first time asked |
| Expectation #4:  **R**espect | * Keep hands, feet, and objects to yourself | * Keep hands, feet, and food to yourself | * Keep hands and feet to yourself |

**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules.

*You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 1st week of school (August 15-August 22, 2018) | 8:00-8:25am in all homeroom classrooms | |
| January | January 8-January 15, 2019 | 8:00-8:25am in all homeroom classrooms | |
| 4th Quarter | April 1- April 5, 2019 | 8:00-8:25am in all homeroom classrooms | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All classroom teachers |
| Where will the lesson plan instruction occur? | | | PreK-5th grade classes |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Jounice Lewis, AP |

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| **CRITICAL ELEMENT # 5: Reward and Recognition Programs** |

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: Respect (ROAR Expectation)

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| --- | --- |
| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used:** Behavior incidents- Disobedience/Insubordination are the highest amount of office discipline referrals.    **Problem Identification:** Students are receiving the highest amount of office discipline referrals for disobedient/insubordinate behavior. Students receiving disobedience/insubordination ODRs are not showing respect to adults which one of the RORA school-wide expectations. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Students who receive ODRs for disobedience/insubordination are not exhibiting respect, one of our school-wide expectations.  **Goal Statement:** If students have the opportunity to earn rewards for displaying respect, the number of ODR incidents for disobedience/insubordination will be reduced. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:** *(3-4 sentences)* Students who use ROAR actions will receive a Panther Buck and HERO points from a staff member. (Responsibility, Ownership, Awesome Attitude and Respect). Students can earn bucks from the classroom teacher, cafeteria supervisor and hallway monitors. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)* Ms. Milner will review HERO data reports to ensure all students have opportunity to earn HERO points in every class. Teachers who have difficulty utilizing the school-wide reward system will receive support from the PBIS team. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *(2-3 sentences)*   Using the “Daily Activity” report in HERO, students who earn enough HERO “Panther Bucks” points in the month cash tickets in for prizes at the Panther Buck store open every two weeks. Students who have not earned HERO Panther Bucks points during the month will be supported through response to intervention. |

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| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.**

Write a short, objective, and measurable definition for each.

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| **Staff Managed Misbehaviors** | |
| Misbehavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disruption: Speaking out of turn | Excessive talking or calling out when the teacher is talking/ teaching a lesson. |
| 2. Off Task | Not completing a class assignment or working on something other than teacher assignment. |
| 3. Refusal to comply with teacher’s direction | Quietly refusing to do work or complete a task as directed by teacher or staff member. |
| 4. Non-Compliance- Procrastination | Student has difficulty going from point A to point B or takes more than ten minutes to start task once per activity/lesson. |
| 5. Disrespectful to teacher or other staff members | Repeatedly talking back to adult, arguing, eye rolling, making noises, etc. |
| 6. Distraction | Dropping things, laughing, or making noises on purpose to distract teacher and/or classmates. Trying to engage others while they are working. |

**6B. Staff Managed Consequences**: Create a consequencemenu **OR** a consequence hierarchy for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

|  |  |
| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| Reteach rules and expectations | |
| Proximity | |
| Praise when cooperative and well behaved/ Acknowledge another student displaying the expected behavior and give positive, specific praise | |
| Provide choices | |
| Use Classroom Management System (CHAMPs) | |
| Loss of Privilege/ Short Time Out | |
| Student Reflection Sheet | |

**6C. Administration Managed Misbehaviors**:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

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| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Habitually refuses to follow school or classroom rules and/or procedures. Student intentionally does the opposite of what he or she was asked to do causing concern with safety of student or others. |
| 2. Disruptive/Unruly Play | Causes severe classroom disruption which results in removal of the student or habitually bother other students and off task playing in class to the extent of causing disruption to the learning environment for more than fifteen consecutive minutes. |
| 3. Defiance of authority | Refusal to comply with an adult directive more than three times per classroom activity/lesson to where it interferes with the learning in the classroom. |
| 4. Elopement from assigned area | Leaving the classroom, cafeteria, specials or any other setting without permission, despite being directed to stay in the assigned area by the teacher or staff member. |
| 5. Use of profanity | Student intentionally uses profanity toward teacher or staff member or other derogatory remarks and/or comments. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  1  5    *e.g., 3 half hour*  *2 one period* |

**6D. School-wide Discipline Flow Chart:**

Student Behavior Management Process

Consistently Teach and Re-Teach

School-Wide Rules/Expectations

Observe and identify problem behavior

Is the behavior Teacher or Administration managed?

# Teacher managed

# Administration managed

Redirect student

Verbal Warning

Contact Parent

Continue to Reteach Expectations/ Rules

Administrative action/Administrative Consequence

Administration follows up teacher/staff member

2nd Step: Same Behavior Reteach Expectation/Rule

Use Tier 1 Behavior Strategies (proximity, positive specific praise, non-verbal gesures/cues

* Out of assigned area
* Inappropriate language
* Tardiness
* Calling/blurting out
* Teasing
* Inattentive Behavior
* Invading personal space
* Lying/giving false information
* Minor disruption
* Minor aggression-grabbing items
* Pushing past someone
* Rough play
* Disrespectful tone
* Not completing homework
* Dress Code
* Cheating
* Profanity
* Aggressive physical contact
* Bullying/Harassment
* Fighting
* Property destruction
* Weapons
* Leaving school property
* Pattern of aggressive/profane language
* Credible threats
* Major/chronic destruction
* Major/chronic refusal to follow school rules
* Theft
* Racial/Ethnic discrimination
* Inappropriate use of internet
* Direct refusal of authority

Referring Teacher/Staff Member completes discipline referral and contacts parent

Teacher/Staff vs. Administration

Managed Managed

Reteach Expectations/Rules Use Classroom Management System (CHAMPs), Provide Choices, Loss of Privilege, Reflection Sheet

Crisis Incident is when a student is in immediate danger of harming him/herself or another student. Call office for removal of student.

Did the behavior change?

Notice and reward correct behaviors

NO

YES

Submit Referral/Contact Guidance/Administration for next action steps

**Teacher Resources:**

* Reflection Sheet: Grades K: <http://www.resa.net/downloads/positive_behavior/taft_k_think_sheet.pdf>
* Reflection Sheet: Grades 1-2: <http://www.resa.net/downloads/positive_behavior/taft_g1_g2.pdf>
* Reflection Sheet: Grades 3-5 <http://www.resa.net/downloads/positive_behavior/taft_g3_g4_g5.pdf>

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| **CRITICAL ELEMENT # 7 : Classroom Management Systems** |

**7A.** ALL teachers implement an effective Tier 1 classroom management system:

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| --- | --- |
| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?  *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | CHAMPs\*  PBIS Classroom Management  Administration does not expect an evidence-based classroom management system to be implemented by teachers this year  (*your school will need to adopt one next year)*  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | Pinewood is a school-wide CHAMPS school. |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development? | Yes  No |

**7B.** Fidelity of **staff** implementation of school-wide classroom management systems

|  |
| --- |
| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: *(3-4 sentences)* |

**7C. Percentage of Classroom Referrals:**

(a) Review your classroom data YTD (“Events by Location”) in BASIS 3.0 Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

|  |  |
| --- | --- |
| Total number of discipline referrals **from classrooms**: | 92 |
| Total number of **school-wide** discipline referrals: | 176 |
| % of referrals in the classroom: | 34% |
| Do more than 40% of your referrals come from the classroom? | Yes  No |

***If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.***

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| **CRITICAL ELEMENT # 8: Data Collection and Analysis** |

**8A. Determine your School-wide Core Effectiveness YTD** from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TOTAL Population: | 589 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 93% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 32 | 5% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 7 | 1% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: | |
| Core Effectiveness Plan: *(3-4 sentences)* Pinewood ES uses the HERO system to track positive behavior for students in all school settings (classroom, cafeteria, hallways, playground). Students who earn HERO “Panther Bucks” will receive a reward at the Panther Store. In addition, the Collaborative Problem-Solving Team (CPST) will meet to put behavioral support plans into place for students who receive multiple office discipline referrals. Coaches will work with those teachers to make sure the PBIP is in place and implemented with fidelity. CPST will progress monitor and adjust the behavior support plans as needed to reinforce expectations and teach replacement positive behavior. | |

**8C. Disproportionality: Determine if there are any issues within subgroups** from BASIS 3.0 Behavior Dashboard in the “Referrals by Demographics” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the difference by clicking on each “0” in the next cell and pressing “Fn + F9”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 86 | 89 | 3 | Yes No |
| Hispanic/Latin | 7 | 5 | -2 | Yes No |
| White | 3 | 1 | -2 | Yes No |

**8D. Disproportionality Plan:** If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

|  |  |
| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: *(3-4 sentences)* Data indicate disproportionality among black subgroup of students receiving a higher percentage of office discipline referrals than percentage of population. The Collaborative Problem-Solving Team (CPST) will share data with teachers and support teachers with implementing effective Tier 1 classroom management practices such as PAX Good Behavior Game (K-2) and CHAMPS (K-5). The CPST will also support teachers with using culturally responsive teaching practices in the classroom to reduce the disproportionality among these students. | |

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| **Critical Elements # 9: SPBP Implementation Planning** |

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. (Complete only the yellow highlighted area at this time). Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

|  |  |  |
| --- | --- | --- |
| **SPBP Team Implementation Action Plan 2018 - 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **Darlene Milner, AP** |
| **Current** | **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans** | **Darlene Milner, AP** |
| **Pre Planning**  **2018** | Print up your SPBP Review and school score from OSPA  Provide SPBP presentation to all staff during Pre Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)  Identify your RtI Instructional Facilitator provided by the district  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  Confirm 1st team meeting date and time | Click here to enter NAME & title. |
| **August**  **1st meeting** | Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP  Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical  Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.  Trainings available at: <http://www.browardprevention.org/mtssrti/training-modules/>  Review previous year’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’)  Forms available at: <http://www.browardprevention.org/mtssrti/rtib> in Tier 1, Teaming  Present implementation data, behavior data, team activities and progress to entire staff  Utilize the 4 Step Problem Solving Process to develop initial interventions  Review previous year’s SPBP and feedback form  Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | Click here to enter NAME & title |
| **September** | Provide stakeholder presentation on SPBP prior to October 1  Check for staff and teacher understanding of PBIS - provide “PBIS 101” Brainshark as a resource  Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 | Click here to enter NAME & title. |
| **October**  **2nd meeting** | Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title. |
| **November** | Staff to re-teach Expectations and Rules first day back from break.  Team to develop new and/or improved lesson plans as indicated by behavior data. | Click here to enter NAME & title |
| **January**  **2019**  **3rd meeting**  Prepare for *2019/20* SPBP | Staff to re-teach Expectations and Rules first day back from break  Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th  Present implementation data, behavior data, team activities and progress to entire staff  Choose team members and dates to work on, complete, and submit the *new* SPBP  Teams watch the *new* SPBP Brainsharks and refers to *new* “Additional items”  Brainsharks and Additional items posted at: <http://www.browardprevention.org/mtssrti/rtib> | Click here to enter NAME & title. |
| **February** | Ensure progress towards completion of SPBP  Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource  Provide the SPBP Surveymonkey link to all staff (optional). Email [Tyyne.hogan@browardschools.com](mailto:Tyyne.hogan@browardschools.com) to request analysis. | Click here to enter NAME & title |
| **March**  **4th meeting** | Ensure progress towards completion of SPBP  Provide staff presentation and vote on new SPBP for next year  Provide stakeholders/parent presentation on new SPBP for next year  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title |
| **April** | Submit your SPBP in OSPA by April 30th every year | Click here to enter NAME & title |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**10A.** How will you determine the success **of *staff* implementation** of the School-wide Positive Behavior Plan?

*“Are* ***staff*** *implementing the SPBP with fidelity? How do you know?”*

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| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | Expectation posters will be displayed in 100% of classrooms and rule posters will be displayed in the top three locations: hallway, cafeteria and playground.  90% of teachers and students interviewed will be able to recall ROAR expectations. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Darlene Milner, AP |
| **Behavior lesson plans** are being taught as written and when indicated | 95% of teachers will teach behavior lesson plans as observed through classroom walkthroughs during the specified dates/times. | Darlene Milner, AP |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Each quarter Pinewood will have 20% less ODRs in the 2018-19 SY than the 2017-18 school year. | Darlene Milner, AP |
| A **reward system** is being implemented for *all* students | 90% of teachers will use the HERO tracking system to track students who demonstrate ROAR expectations. CPST will run monthly reports to monitor teacher usage and provide support as needed. | Darlene Milner, AP |

**10B.** How will you determine whether the SPBP is successful in positively impacting **students?**

*“If staff are implementing the SPBP consistently and effectively, did it positively impact* ***the students****? How do you know?”*

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| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measurable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | Pinewood will decrease the percentage of behavior incidents in 2018-19 by 10% as compared to the 2017-18 school year. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Darlene Milner, AP |
| See critical element 4A  • **Top 3 event locations** data | Decrease the percentage of behavior incidents occurring the top three locations: cafeteria, hallway and arrival/dismissal in 2018-19 by 10% as compared to the 2017-18 school year. | Darlene Milner, AP |
| See critical element 8  • **Core effectiveness** data | 90% or more of students will receive 0-1 office discipline referral during the 2018-19 school year as compared to the 2017-18 school year. | Darlene Milner, AP |
| See critical element 7A  • **Grade Level/Classroom referrals** data | Office discipline referral incidents in the classroom will decrease by 15% in the 2018-19 school year. | Darlene Milner, AP |